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ABSTRACT

This update of "A Brief History of the Association of Teacher Educators" (ATE) not only extends the printed history of ATE to 1990, but also refines portions of the original document. The additional information derives from a great many association and personal documents and from numerous interview-conversations with individuals and groups. The following are among the topics covered: the organizational meeting of 1920; the first annual program (1921); a brief history of the association from 1920 to 1989; lists of presidents of the precurser to ATE, the Association for Student Teaching (AST) and of ATE, ATE distinguished members, and ATE distinguished educator lecturers; lists of distinguished research in teacher education (1973-1989), distinguished programs in teacher education (1977-1989), distinguished dissertations in teacher education (1981-1989), and distinguished clinicians (1987-1989). (JD)

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A Brief History of the Association of Teacher Educators

1920–1990

Second Edition

Allen D. Patterson
Dorothy M. McGeoch
Hans C. Olsen

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Association of Teacher Educators
Reston, Virginia

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A Brief History of the Association of Teacher Educators

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Hans C. Olsen

Association of Teacher Educators
Reston, Virginia

Association of Teacher Educators
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Abbreviations Used in *A Brief History*

AASA	American Association of School Administrators
AATC	American Association of Teachers Colleges (precursor to AACTE)
AACTE	American Association of Colleges for Teacher Education
AOTE	Associated Organizations for Teacher Education
AST	Association for Student Teaching (precursor to ATE)
ATE	Association of Teacher Educators
CCSSO	Council of Chief State School Officers
NADSST	National Association of Directors of Supervised Student Teaching (precursor to AST)
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Council for Accreditation of Teacher Education
NCTEPS	National Commission on Teacher Education and Professional Standards
NEA	National Education Association

Preface to the First Edition

Events and achievements tend to be forgotten as they recede into the shadows of the past. And leaders of bygone days fade away and are forgotten too. Yet all who strive for a better future can find help in knowledge of the past. Understanding how and why things got to be the way they are gives a valuable base for looking and moving ahead. So it is with the Association of Teacher Educators.

During the latter part of the 1960s Allen Patterson, a former Executive Secretary and at that time Historian of the Association, completed much of the research and a considerable portion of a manuscript for the history of AST. He had been commissioned to prepare an account of the Association from 1920 to 1970. This was to be published in conjunction with the golden anniversary celebration in 1970. Unfortunately, illness prevented Pat from finishing his task by that time.

In September of that year the Association became ATE. Work on the history of AST continued, however, with Dorothy McGeoch, a past president and long involved with AST publications, picking up from Pat when his health would no longer allow him to participate fully. Although delayed by moving to a new job and by family illness, Dorothy moved the project along considerably. Her own illness and untimely death in July 1974 brought work to a standstill once again.

The unfinished manuscript and some related material were forwarded to me early that fall. They arrived as

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preparation of ATE's first official application for NCATE membership got under way. One document required with the application was a brief history of the Association. That was the genesis of this record of history. The information needed for the years 1920-1970 comes almost totally from the fine work done by Pat and Dorothy. Data for the 1970s comes from Association reports and other documents of these later years.

I know that Pat and Dorothy would join with me in hoping that *A Brief History of the Association of Teacher Educators* gives both a useful chronological description of the development of our Association and insight into its contributions to and impact on teacher education and teacher educators over the years.

Hans C. Olsen
St. Louis
October 1979

Preface to the Second Edition

Ten years have passed since *A Brief History of the Association of Teacher Educators* was published. During that time ATE has faced changing realities, different problems, and persistent concerns. It has developed expanded knowledge, fresh vision, altered structures, invigorating leadership, and new priorities. Perhaps above all, it has demonstrated tenacity and durability in championing the cause of teacher education.

This update of A *Brief History* not only extends the printed history of ATE to 1990, but also refines portions of the original document. The additional information derives from a great many Association and personal documents and from numerous interview-conversations with individuals and groups. I am greatly indebted to all who shared with me.

The prodigious contributions of Allen D. Patterson and Dorothy M. McGeoch in doing almost all of what became the background work for the period 1920-1970 were briefly described in the Introduction to the earlier publication (included in this publication as Preface to the First Edition). They both deserve much more credit.

As noted in that Introduction, Dorothy died in 1974. Pat, however, regained a good part of his physical health and never lost his intellectual acuity and vigor. Indeed, he was in his early 90s when he was invited to be a platform guest and speak briefly at the 1988 annual conference. Sadly, he became ill just a couple

of days before he was to go to San Diego. He passed away a few weeks later.

Once again, I know "Pat and Dorothy would join with me in hoping that *A Brief History of the Association of Teacher Educators* gives both a useful chronological description of the development of our Association and insight into its contributions to and impact on teacher education and teacher educators over the years."

Hans C. Olsen
Houston
December 1989

Organizational Meeting

National Association of Directors of Supervised Student Teaching

February 26, 1920

Constitution

Article 1—Name
The name of the association shall be "The National Association of Directors of Supervised Student Teaching."

Article 2—Membership
Membership in this association shall be limited to those persons whose work is directly concerned with supervised teaching as a definite part of the training of teachers.

Article 3—Officers
The officers of the association shall be (1) a president elected for a term of one year, (2) a secretary-treasurer elected for a term of three years, and (3) an executive committee consisting of three members, one elected for one year, one for two years, and one for three years. Thereafter one member shall be elected each year to serve for a term of three years. The president and the secretary-treasurer shall be ex-officio members of the executive committee. The manner of election of officers shall be through a nominating committee appointed by the president, with the

privilege of additional nominations from the floor, with a majority of votes cast necessary for election.

Article 4—Meetings
The regular meetings of the association shall be held each year in connection with the meetings of the Department of Superintendence of the National Education Association.

Article 5—Amendments
Amendments to the constitution shall require a two-thirds majority of the membership voting.

Officers Elected

President
Arthur R. Mead, Professor of Education, Ohio Wesleyan University, Delaware

Secretary-Treasurer
Robert A. Cummins, Director of Education and Teacher Training, State Normal School, Natchitoches, Louisiana

Executive Committee
Lynn B. McMullen, Director of Training School, State Teachers College, Greeley, Colorado

Bessie Bacon Goodrich, Principal and Director of Teacher Training, State Normal School, Johnson, Vermont

Frank E. Ellsworth, Director of Teacher Training, Western State Normal School, Kalamazoo, Michigan

Charter Members

Although reports indicate 22 people joined the Association during the organizational meeting, their names were not listed in the records that survived. Insofar as Robert Cummins could later identify them by name, the following 16 people were among the

initial 22 and are recognized as Charter Members (the time difference between February 26, 1920, and the time of Cummins's reconstruction of the list accounts for the changed job titles and institutional names of some of the officers):

Fisk Allen, Supervisor, State Normal School, Charleston, Illinois

Gertrude Bacon, Supervisor, Buffalo State Normal School, New York

Robert A. Cummins, Director of Education, Louisiana State Normal School, Natchitoches

Frank E. Ellsworth, Director of Training School, Western State Normal School, Kalamazoo, Michigan

Bessie Bacon Goodrich, Director of Teacher Training, State Normal School, Johnson City, Vermont

Ada Van Stone Harris, Director of Practice Teaching, City Training School, Pittsburgh, Pennsylvania

F. B. Jenks, Professor of Agricultural Education, University of Vermont, Burlington

Frances R. Kern, Department of Early Elementary Education, Western State Normal School, Kalamazoo, Michigan

Herbert G. Lull, Director of the School of Pedagogy, University of Lima, Peru

Lynn B. McMullen, President, State Normal School, Flagstaff, Arizona

Arthur R. Mead, Professor of Education, Ohio Wesleyan University, Delaware

J. F. Messenger, Professor of Education, University of Vermont, Burlington

Ira D. Payne, Supervisor of Training School, State Normal School, Tempe, Arizona

W. H. Phelan, Dean, School of Education, University of Oklahoma, Norman

Elizabeth S. Shaener, Supervisor, Philadelphia Normal School, Pennsylvania

E. I. F. Williams, Professor of Education, Heidelberg College, Tiffin, Ohio

First Annual Program

A National Association of Directors of Supervised Student Teaching

Veranda Room, Hotel Breakers
Atlantic City, New Jersey
February 28–March 1, 1921

Monday, February 28, 1921

Theme: Problems in the Administration of Student Teaching

Aspinwall, W. B., Principal of State Normal School, Worcester, Mass.
Topic: Amount and Distribution of Time Devoted to Student Teaching

Tidyman, W. F., Head, Department of Education and Director of the Training School, State Normal School for Women, Farmville, Va.
Topic: Methods of Making Assignments for Student Teaching

Mead, Arthur R., Professor of Education, Ohio Wesleyan University
Topic: President's Annual Address

Roll call and brief reports of definite things accomplished during the past year in student teaching

Tuesday, March 1, 1921

Theme: Problems Arising in Connection with the Instruction of Student Teachers Both in Theoretical Courses and in Practice Teaching

Ellsworth, Frank E., Director of Training School, Western State Normal School, Kalamazoo, Mich.
Topic: Functions of the Supervisor of Student Teaching

Williams, E. I. F., Professor of Education, Heidelberg College, Tiffin, Ohio
Topic: Observation Courses as a Prerequisite to Student Teaching

Hall-Quist, Alfred L., Director of School Affiliations, University of Cincinnati
Topic: Analysis of the Activity Called Student Teaching

Payne, Ira D., Director of the Training School, Tempe Normal School, Tempe, Arizona
Topic: The Evaluation of Teachers in Training

Childs, H. G., Professor of Secondary Education, Indiana University, Bloomington
Topic: The Position of the Director of Student Teaching

Dunkle, John L., Head, Department of Education, State Normal School, Towson, Md.
Topic: What Should Be the Position of the Supervisor of Student Teaching in the Faculty of the Institution?

McMullen, Lynn B., President, Northern Arizona Normal School, Flagstaff
Topic: The Organization of the Training School for Teacher Training Purposes

A Brief History of the Association of Teacher Educators

1920 National Association of Directors of Supervised Student Teaching organized February 26 by 22 charter members. Arthur R. Mead elected President and Robert A. Cummins elected Secretary-Treasurer. Purposes of NADSST were stated this way:

"In view of the fact that the maintenance and further development of our public schools depend upon the successful training of an adequate supply of teachers, and in view of the further fact that participation in teaching under proper supervision constitutes an important part in the professional training of teachers, it seems both wise and expedient that the problems involved in student teaching be attacked and solved by persons who are directly responsible for the work of the training school.

"The dominant purpose of the association will be to test out in the training school the principles of psychology and education taught in the professional courses, with the view of eliminating such instruction as will not stand the test of sound experience. This will mean the complete unifying, harmonizing, and simplifying of the whole scheme of supervised student teaching."

Annual dues: $1.00.

1921 First annual meeting held in Atlantic City on February 28 and March 1. First-day theme: Problems in the Administration of Student Teaching; second-day theme: Problems Arising in Connection with the

	Instruction of Student Teachers Both in Theoretical Courses and in Practical Teaching. E. I. F. Williams became Secretary-Treasurer.
	Membership reached 226.
	Announced receipts of $139.00 and audited balance of $58.31.
	Publications Committee established.
	Papers presented during annual meeting mimeographed and mailed to membership.
1922	Name of organization changed to National Association of Supervisors of Student Teaching. More accurately illustrated Constitutional provision that Association was open "to those persons whose work is directly concerned with supervised teaching as a definite part of the training of teachers."
	Annual dues raised to $2.00.
	Committee on Resolutions created.
	Most of papers delivered during annual meeting published in May issue of *Educational Administration and Supervision.*
1924	First yearbook contained papers presented at annual meeting. Printing and mailing cost $64.25.
	Committee on Research formed.
	William C. Bagley selected for Honorary Membership (later under ATE, Distinguished Member).
1925	Charles A. McMurray named Honorary Member.
1927	Ninety-two-page bibliography of published studies related to student teaching sent to members.
1928	Supplement to bibliography published.
	Membership: 326.
1930	Second supplement to bibliography published.
	Membership: 347.

1933	Following proposal approved at annual meeting: "We recommend and urge the careful study of the supervision of student teaching with a view to securing a more accurate understanding of current practices, dominating objectives, and other underlying principles . . ."
1935	John G. Flowers succeeded E. I. F. Williams as Secretary-Treasurer.
1936	First *Annual Annotated Bibliography* published as yearbook.
1937	Dues reduced to $1.50. Association broadened focus beyond student teaching by selecting this theme for annual meeting: The Integration of Laboratory Phases of Teacher Training with Professional and Subject Matter Courses.
1938	Yearbook marked shift toward taking leadership in developing philosophy of student teaching and laboratory experiences. J. W. Carrington succeeded John G. Flowers as Secretary-Treasurer.
1939	First summer workshop held in Pineville, Kentucky, in August. Theme: Major Issues in Teacher Education. Constitution revised. Included provision for recognizing state and regional units. Ohio Unit first to be recognized. Kentucky Unit established later in year.
1940	Membership: 347. Yearbook reemphasized importance of community-centered school and larger laboratory concept it provided for student teaching and teacher education generally. One hundred twenty-one registrants attended summer workshop held in Blue Ridge, North Carolina.

1941	Brought into focus internship possibilities in teacher preparation programs.
	Income: $901.00.
	Summer workshop met at Camp Michi Allegan, Michigan.
1942	Summer workshops cancelled. Yearbooks replaced by series of small bulletins.
	Allen D. Patterson succeeded J. W. Carrington as Secretary-Treasurer.
	Joined Council on Cooperation in Teacher Education that was organized by American Council on Education's Commission on Teacher Education.
1943	Annual meeting cancelled.
1944	Annual meeting held; attended by approximately 40 people.
	Modified yearbook published.
1945	Annual meeting cancelled.
	News Letter series started.
	Accepted invitation from AATC to participate in revising Standard VI, then used as part of accreditation function handled by AATC. John G. Flowers, then Chairman of AATC Committee on Standards and Studies, chaired new three-person Committee. AST named Florence Stratemeyer and Allen D. Patterson to serve with him. Margaret Lindsey was Research Associate.
	Iowa Unit became third unit recognized.
1946	Silver Anniversary celebrated at annual meeting—one year late.
	Name changed to Association for Student Teaching and Constitution amended to provide that "membership . . . shall include persons in all types of institutions engaged in teacher education whose work is

concerned with the organization and supervision of student teaching, broadly defined."

Dues increased to $3.00.

Membership: 398. States with largest numbers of members, in order: Ohio, Illinois, Iowa, Kentucky, Wisconsin, Indiana, Michigan, and New York.

Instituted $100.00 honorarium for Executive Secretary.

Edith E. Beechel, E. S. Evenden, A. R. Mead, and Raleigh Schorling named Honorary Members.

1947 Membership: 549.

1948 First postwar summer workshop held at Greeley, Colorado.

First yearbook planned, written, and edited by specially selected committee to develop a single theme. Title: *Professional Laboratory Experiences: An Expanding Concept in Teacher Education.*

Flowers Committee report published by AATC under title, *School and Community Laboratory Experiences in Teacher Education.* Provided new basis for judging accreditability of laboratory experiences. Also, emphasized a supervised *program* of professional laboratory experiences. Concept of laboratory experiences reshaped idea of student teaching and profoundly affected direction and activities of AST.

"Professional laboratory experiences include all those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

"Student teaching is that period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks."

1949 Charter member of Coordinating Committee on Collegiate Problems in Teacher Education.

Yearbook title: *Evaluation of Student Teaching.*

Cullowhee, North Carolina, was site of summer workshop.

1950 AST provided leaders and consultants for 10 regional workshops subsidized by AATC. Five hundred people brought together for planned, concentrated study of revised Standard VI and Flowers Committee report.

Standing Committee on Summer Workshops appointed to recommend sites, dates, themes, and staff.

Bulletins Publication Committee and Committee on Problems and Studies established.

Membership: 900.

Audio-Visual Materials in Teacher Education was title of yearbook.

Decision made to copyright all publications.

Annual meeting held in Atlantic City on theme, Facilitating Desirable Professional Programs for Prospective Teachers. Attended by 140.

1951 Yearbook title: *Off-Campus Student Teaching.*

Bulletin series authorized.

Summer workshop held in Fredonia, New York.

1952 First annual meeting planned by state unit; also, first held in Chicago concurrently with that of AACTE.

Yearbook entitled *Ways of Bringing About Change in Teacher Education.*

First bulletin issued, *Guiding Student Teaching Experiences.* Series was to present manuscripts dealing with problems directly related to supervision of student teaching.

Plymouth, New Hampshire, was site of summer workshop.

1953 Research Committee revived.

Curriculum Trends in Teacher Education was title of yearbook.

1954 First year registration fee charged for annual conference: 50¢.

Title of yearbook: *Facilities for Professional Laboratory Experiences.*

Officially recognized need and committed itself "to cooperate with other professional organizations concerned with education (both general and professional) of teachers."

1955 First annual meeting and training session for State Representatives held at annual conference.

Yearbook entitled *Functions of the Laboratory School in Teacher Education.*

Workshop held in Morehead, Kentucky.

1956 Alfred C. Moon succeeded Allen D. Patterson as Executive Secretary. First appointed officer with some released time for that purpose.

Central Office with small part-time staff established at Iowa State Teachers College, Cedar Falls.

Moved to incorporate as nonprofit organization.

Title of yearbook: *Four Went to Teach.*

Joined with AACTE in forming Joint Committee on Professional Laboratory Experiences.

Workshop held in Spearfish, South Dakota. Theme: High Quality Professional Laboratory Experiences—A College–Public School–Community Cooperative Enterprise. This landmark meeting led to new consideration of requirements for quality programs.

1957

Issued Bulletin No. 8, *Achieving Quality in Off-Campus Professional Laboratory Experiences*, a report of the Black Hills Workshop.

Dwight K. Curtis and Alfred C. Moon prepared statement (from Black Hills Workshop report) entitled "A High Quality Student Teaching Program." These points included:

"1. Students (must) have planned experiences in the major areas of teacher responsibility in public education.

"2. Such experiences must consistently be of high quality.

"3. The school or center in which these experiences are obtained must itself exhibit and practice the conditions essential to the development of a high quality student teaching program, i.e., in its physical facilities, financial support for the student teaching program, administrative coordination of the program, supervision, community cooperation with the experiences provided for student teachers, etc.

"4. The evaluation of the effectiveness of the program must be continuous as well as annual and be adequately financed and staffed by competent evaluators.

"5. All student teaching programs must be approved by the State Department of Education. This will include certification of the persons entrusted with the supervision of the program.

Yearbook joint venture with the Student Personnel Association: *Guidance in Teacher Education.*

Clinics Committee organized.

First Research Bulletin published, *Studies in Professional Laboratory Experiences in Teacher Education 1940–57.*

1958

First AST clinic held at University of Kentucky. Clinics were to provide carefully patterned evaluation of organization and content of student teaching program of host institution and its surrounding area.

Yearbook produced in collaboration with National Society of College Teachers of Education: *Improving Instruction in Professional Education.*

Curtis-Moon statement regarding high quality student teaching programs adopted as theme for seven regional NCTEPS conferences.

Cosponsored, with NCTEPS, national workshop at Bowling Green State University in August on theme: Good Teachers: Whose Responsibility? AST supplied background statement and analysts to work with study groups examining ways to improve quality of laboratory experiences in teacher education.

Research Bulletin No. 2 issued: *Admission Policies in Teacher Education Institutions.*

Produced Bulletin No. 9, *The Purposes, Functions, and Uniqueness of the College Controlled Laboratory School.*

First summer workshop outside continental United States held in Puerto Rico on theme, Improving Theory and Practice in Teacher Education

1959

More than 3,000 members.

The Supervising Teacher was title of yearbook.

More than 600 participants in annual meeting on theme, AST: Principles and Policies.

Published Bulletin No. 11, *A Guide to Planning Off-Campus Student Teaching.*

Studies in Professional Laboratory Experiences in Teacher Education was title of Research Bulletin No. 3.

Clinic held at Cedar Falls, Iowa, on theme, The Role of the College Controlled Laboratory School in Teacher Education.

1960

Constitution revised. Included provision for set number of supervising teachers on Executive Committee.

Became charter member of Associated Organizations for Teacher Education.

Annual meeting program focused on consideration of research and experimentation in teacher education.

Yearbook entitled *Evaluating Student Teaching*.

Participated in NCTEPS conference in which problems of accreditation were discussed. Presented statement, "A High Quality Student Teaching Program," as point of departure in attempt to derive quality standards.

Workshop held in Marquette, Michigan, on theme, Role of the Public School in Teacher Education.

Executive Committee approved honorarium of $2,000 for Executive Secretary.

NCATE Standards published. AST not officially involved. Standard relating to student teaching essentially abbreviated version of Standard VI developed in Flowers Committee report.

Authorized Committee on Standards for Performance "charged with responsibility for recommending standards for accreditation and performance in professional laboratory experiences."

1961

First major statement regarding partnership in teacher education. In yearbook entitled *Teacher Education and the Public Schools*, Charles Clarke prophesied:

"There seems to be little doubt that the concern of teacher education in the next decade will be centered primarily upon problems arising from the emerging partnership of colleges and public schools in the preparation of teachers. This is not a new set of problems or a new point of concern, but the partnership seems to have passed now from the initial stage

of administrative expediency into the long range refinement of a recognizably permanent relationship."

Leadership Through Research was title of Research Bulletin No. 4.

Workshop theme: Evaluation in Professional Laboratory Experiences. Held in Fredonia, New York.

1962 Reprinted John Dewey's essay, *The Relation of Theory to Practice in Education*, as part of push to develop a clearly defined base and tested assumptions for laboratory experiences.

Committee on Standards for Performance published *Criteria for Evaluating Programs in Professional Laboratory Experiences in Teacher Education*. Contained criteria for recommended minimum standards.

Title of yearbook: *The Outlook for Student Teaching*.

Workshop held at Fort Collins, Colorado, on theme, Research and Professional Laboratory Experiences in Teacher Education.

1963 Yearbook title was *Concern for the Individual in Student Teaching*.

Implications of Current Learning Theories for Professional Laboratory Experiences was focus of workshop in Knoxville, Tennessee.

1964 Formed Joint Committee on State Responsibility for Student Teaching with AACTE, AASA, CCSSO, Department of Classroom Teachers (NEA), NASDTEC, and NCTEPS.

The College Supervisor: Conflict and Challenge was yearbook title.

San Diego was site of workshop on theme, Continuous Growth: A Professional Imperative.

1965 Annual conference and yearbook both used theme, Theoretical Bases for Professional Laboratory Experi-

ences in Teacher Education. Contributed to fund of theory-related research and research-based theory in field.

Theme of Honors Luncheon during conference was The Future of AST—Action Needed Now. E. Brooks Smith ringingly enunciated need for change that would culminate in AST becoming ATE five years later:

"Members of AST, we are almost fifty years old. We had a bright birth and a stormy and active adolescence, but we hit middle-aged complacency instead of a vigorous maturity. We must strive for maturity now before we sink into a passive old age."

Oshkosh, Wisconsin, was site of workshop. Theme: Mental Health and Teacher Education.

1966 On behalf of Joint Committee on State Responsibility for Student Teaching, NCTEPS published *Who's in Charge Here? Fixing Responsibilities for Student Teaching*. Committee recommended official recognition of mutual responsibility of schools and colleges in planning and administering student teaching programs and participation of state agencies.

Summer workshop-symposium in Indiana, Pennsylvania, on theme, School-College Partnerships in Teacher Education, provided intensive study of partnerships. Two-hundred-fifty people participated in meeting, cosponsored by AACTE.

Published first official position paper, *The Supervising Teacher: Standards for Selection and Function.*

Became involved in study and revision of NCATE Standards by Evaluative Criteria Committee. Provided reactions and suggested revisions. President wrote to Chair of Evaluative Criteria Committee:

"As members of an Association devoted to promoting direct experiences over a period of forty-six years, we feel that we bring a demonstrated concern and a

concentration of professional competence to this aspect of the task with which your committee is charged. We are ready and willing to expend whatever time and energy may be required and to cooperate in any way possible."

Title of yearbook: *Professional Growth Inservice of the Supervising Teacher.*

Designated "Year of Decision" for the Association.

Alfred C. Moon died and President Dorothy McGeoch assumed added responsibilities.

1967 On behalf of Joint Committee on State Responsibility for Student Teaching, NCTEPS published *A New Order in Student Teaching: Fixing Responsibilities for Student Teaching.* Publication presented models for new interinstitutional organizational structures for collaborative policy making, program planning, and administration.

Mental Health in Teacher Education was yearbook title.

Summer workshop held in Kingston, Rhode Island. Focus: Internships in Teacher Education.

Affiliated with National Education Association.

Central Office moved to NEA Building in Washington, D.C.

Richard E. Collier named first full-time Executive Secretary.

1968 Bulletin No. 1, *Guiding Student Teaching Experiences,* completely updated and rewritten.

Joined with AACTE in publishing *Partnership in Teacher Education,* which summarized 1966 workshop-symposium and expanded on topic. Editors' summation:

"In the past, reorganizations of thinking, planning, and practice in teacher education have mainly involved college-oriented personnel making requests of

schools and teachers for help in carrying out their plans. This situation of non-commitment of the total profession in the teacher education enterprise may have been the main reason why innovation and improvement in preparing teachers and continuing their education has been sluggish until this time.

"Views for restructuring of relationships into new cooperative patterns of organization have to come along with visions for reorganizing thinking about teaching and preparation for it if new ideas are to take hold and become operational on a large scale.

"The classic operation between school and university in these matters has been tolerated for too long. The times call for bold ventures in ideas and in organization to accomplish a new order in educating students for a teaching career."

Last yearbook published: *Internships in Teacher Education.*

First separate *Annotated Bibliography on Professional Education of Teachers* published.

Published position paper, *The College Supervisor: Standards for Selection and Function.*

Hawaii site of workshop on theme, Contributions of the Behavioral Sciences to Teacher Education.

1969 Joined AACTE and NEA in sponsoring ERIC Clearinghouse on Teacher Education.

Most of AST recommendations incorporated in new NCATE Standards.

Assisted in planning and designating participants for Association of Classroom Teachers' National Student Conference on Student Teaching and the Classroom Teacher.

Workshop on theme, Analysis of Teaching, held in Bloomington, Indiana.

1970

Celebrated 50th anniversary at conference in Chicago. Theme: The Past is Prologue.

L. O. Andrews, Cortlandt Colson, Margaret Lindsey, Dorothy M. McGeoch, Alfred C. Moon, and Edgar M. Tanruther became Honorary Members.

Became Association of Teacher Educators.

Completely revised Constitution. Provided for wider participation and greater involvement in decision-making process by membership. New purposes:

1. Provide opportunity for individual professional growth for all persons concerned with teacher education, and
2. Promote quality programs for teacher education.

New Delegate Assembly, representing membership through state, regional, and international units, became basic policy-making body. Duties of Executive Committee revised to make it ad interim council for Delegate Assembly and also responsible for implementation of policy. System of standing and ad hoc committees and commissions reorganized. Relationship between Association and state, regional, and international units altered.

Executive Committee accepted *A Guide to Professional Excellence in Clinical Experiences in Teacher Education.*

Cosponsored meeting with Association of Classroom Teachers on theme, Role of Classroom Teachers in Teacher Education and Guidelines to Excellence.

Requested membership in NCATE.

Members began receiving *Journal of Teacher Education* as part of membership package.

La Grande, Oregon, hosted workshop on theme, The Emerging Role Differentiation in Educational Practice and Its Implications for Teacher Education.

1971	Melvin C. Buller succeeded Richard E. Collier as Executive Secretary.
	First meeting of Delegate Assembly.
	Theme of annual conference was Teacher Preparation: The State of the Art.
	First Life Member: P. Judson Newcombe.
	Research and Development in Teacher Education was theme of workshop in Moorhead, Minnesota.
1972	Began study of feasibility of becoming completely autonomous organization.
	Reaffirmed interest in becoming constituent of NCATE.
	Conference focused on theme, Teacher Education: A Kaleidoscope of Issues.
	Fredonia, New York, was again site of workshop. Theme: Assessment of Teaching Performance.
	Became charter member of Alliance of Associations for the Advancement of Education.
	First three ATE regional leadership conferences held in Framingham, Massachusetts; Cheney, Washington; and Omaha, Nebraska.
1973	Conference theme: Competency-Based Teacher Education.
	First two Distinguished Research Awards presented, one to I. V. Ahnell and Ronald Templeton, University of Georgia, for study, "Evaluating a Teacher Education Program," other to Jack Greenstein, Central Washington University, and Theodore Greenstein, Washington State University, for "Belief System Change in Student Teaching."
	Workshop held in Athens, Georgia, on theme, Emphasizing Humanism in Teacher Education.
	Participated in AOTE Conference on Redesigning Teacher Education, held in St. Louis.

1974	Conference week expanded to include "Pre-Conference Seminars" and Saturday session planned for school-based teacher educators. Conference theme: Humanizing Education—Its Goals and Processes.
	Assistant Executive Secretary employed. Held seven regional leadership conferences.
	Workshop held in Cedar City, Utah, on theme, The "Now" Environmental Education for Teacher Educators.
	Moved Central Office to 17th and K Streets, N.W., Washington, D.C.
	Disaffiliated from NEA. Now completely autonomous.
	Completed arrangements for holding 1975 conference in New Orleans.
1975	Became associate member of NCATE.
	Conference held in New Orleans on topic, Teacher Education: The Impact of Challenge and Change. Special Topics Seminars preceded conference. First conference held away from Chicago and AACTE in 24 years. Ewald B. Nyquist delivered First Annual Distinguished Educator Lecture.
	Clinic on topic, Multicultural Education, held in Muncie, Indiana.
	Changed titles of Executive Secretary and Executive Committee to Executive Director and Executive Board.
	Workshop held in Lincoln, Nebraska, on theme, Cooperative Approaches to Teacher Education.
1976	Robert J. Stevenson succeeded Melvin C. Buller as Executive Director.
	Annual conference met in St. Louis. Theme: Spirit of '76—Governance in Education. Second Annual Distinguished Educator Lecture presented by Harold L. Hodgkinson.

ATE fund drive initiated to erase deficit.

Nevada and New Mexico Units approved.

Curtis E. Nash became Distinguished Member.

Commission on Inservice Education established.

AOTE membership discontinued.

Membership dues increased to $35.00.

Workshop held in Memphis. Theme was Into the 80's and Beyond.

1977 Constitution amended to increase to four the number of delegates for any unit with 100 or more ATE members.

Conference on theme, Innovative Practices in Teacher Education, cosponsored with Georgia State University immediately preceding annual conference.

Annual conference held in Atlanta on theme, Alternative Programs in Teacher Education. Third Annual Distinguished Educator Lecture given by Margaret Lindsey.

Floyd Perry and E. Brooks Smith made Distinguished Members.

First Distinguished Program in Teacher Education Award presented to Michigan State University–Lansing Public Schools' POINTE Program.

National Membership Council established.

"Blitz" Drive for contributions undertaken to pay off indebtedness.

First regional mini-clinics held in Knoxville, Tennessee; Warrensburg, Missouri; Kingston, Rhode Island; and Barboursville, West Virginia.

Workshop on theme, Curricula for Change: Our Third Hundred Years, held in Hammond, Louisiana.

1978 Began second term as associate member of NCATE.

Regional mini-clinics held in Ann Arbor, Michigan; Kearney, Nebraska; Wichita, Kansas; and Lafayette, Indiana.

Rural Education Commission reactivated and Commission on Exploratory Field Experiences appointed.

Teacher Education: A Search for Credibility was theme for annual conference in Las Vegas. Rolf W. Larson presented Fourth Annual Distinguished Educator Lecture.

William A. Bennie elected Distinguished Member.

Certificate of Incorporation received from District of Columbia on February 21.

Summer workshop held in DeKalb, Illinois, on theme, Improving Communication in Teacher Education.

ATE journal, *Action in Teacher Education*, started, with John P. Sikula as Editor. "Emerging Field Experiences: Trends and Issues" was theme of first issue.

Published *Breakaway to Multidimensional Approaches: Integrating Curriculum Development and Inservice Education.*

1979 Indebtedness liquidated.

Conference held in Orlando. Theme: Frontiers and Fantasies in Teacher Education. Attendance up almost 50% over preceding year. John Ryor gave Fifth Annual Distinguished Educator Lecture.

Bernadene Schunk and Bill J. Fullerton made Distinguished Members.

Task Force on Multicultural Education established.

Council of State Presidents created.

Low-cost insurance plan made available to members.

First Student Leaders Association of Teacher Educators (SLATE) chapter formed at Ball State University.

Glenwood Springs, Colorado, hosted summer workshop on theme, Rocky Mountain Round-Up: Prospecting for Teacher Education Field Bases.

First Professional Program Associate appointed.

Accepted invitation to become member of American Council on Education.

1980

Terms of office changed: tenure to commence at conclusion of annual meeting. Terms of 1981–82 officers and Executive Board members extended to conclusion of 1983 annual conference.

Central Office moved to Reston, Virginia.

Annual conference held in Washington, D.C., on theme, Action in Teacher Education. L. O. Andrews delivered Sixth Annual Distinguished Educator Lecture.

Lois C. Blair and Hans C. Olsen became Distinguished Members.

Kent, Ohio, was site of summer workshop on theme, Action in Teacher Education: A Responsible Program for the 80's.

Preparing Education Professionals: A Look to the 80's was theme of regional mini-clinic in Norman, Oklahoma.

Monographs developed by Teacher Corps published by ATE: *Staff Development and Educational Change* and *Of Principals and Projects*.

1981

First ATE Distinguished Dissertation Award in Teacher Education presented to Sharon L. Young for work completed at University of Colorado. Title: *The Effects of Instruction and Field Experience in Diagnostic-Prescriptive Teaching of Mathematics on Preservice Elementary Teachers.*

Convention held in Dallas. Theme: Teacher Education: A Decade of Promise. William L. Smith delivered Seventh Annual Distinguished Educator Lecture.

James F. Collins and Duaine C. Lang made Distinguished Members.

Summer workshop entitled Quality Assurance in Teacher Education: Research into Practice held in Lansing, Michigan.

Task force appointed "to study the viability of the special interest membership groups including the identification of possible 'groups.'" Recommendation to approve special interest groups adopted and James Bell named SIG Coordinator.

Regional mini-clinic on theme, The Role of Field Experiences in Teacher Education, held in Carbondale, Illinois.

"The most detailed and comprehensive study ever made of the ATE Central Office" resulted in approval of committee recommendation that Central Office remain at 1900 Association Drive, Reston, Virginia.

Issued monograph entitled *School-Focused Inservice: Descriptions and Discussions.*

1982 Dues increased to $45.00 for regular members and $10.00 for student members.

Annual meeting held in Phoenix. Theme: Activating Teacher Energy. Over 800 attended. James Banks delivered Eighth Annual Distinguished Educator Lecture.

National Academy for Teacher Education established by ATE.

James A. Johnson and Mary Ellen Perkins became Distinguished Members.

Two SIGs, Research in Teacher Education (later Research and Program Evaluation in Teacher Education) and Educators in Non-School Settings, joined National Field Directors Forum as units in this new category of ATE activity.

First Presidential Award presented to Robert Schuck.

Teacher Competency Testing and the Teacher Educator published jointly by ATE and University of Virginia.

Membership rose more than 5% over 1981.

Slippery Rock, Pennsylvania, was site of summer workshop on theme, Future Educational Horizons.

1983 Excellence Through Diversity was theme of annual meeting, held in Orlando. Asa G. Hilliard gave Ninth Annual Distinguished Educator Lecture.

Pearlie C. Dove made Distinguished Member.

Additional SIGs organized or in process of being set up: Clinical Supervision, Inservice Education–Professional Development, Multicultural Education, Network of Secondary Education Professors, Computers in Education, Mathematics Teacher Education, and Special Education.

Touchstones for Educational Excellence was theme of summer workshop at La Crosse, Wisconsin.

Seminar on Public Policy and Teacher Education, planned as first sponsored activity of ATE's National Academy for Teacher Education and scheduled to be held in Washington, D.C., cancelled.

Membership grew more than 15% over two previous years. Seven states with largest numbers of members, in order: Illinois, Texas, Pennsylvania, New York, Michigan, Ohio, and Florida.

Ten-member Commission on Master Teachers formed to, among other things, develop identification procedures and define new roles and reward system for such individuals.

Leadership Fund for Teacher Education (LFTE, pronounced "Lefty") created. Directed by its own Advisory Council, which set two initial financial goals: have $10,000 on hand by end of 1985 and raise $20,000 before end of 1987.

Mid-America mini-clinic met in Wichita, Kansas, on theme, Excellence: Its Meaning for Educators Today;

mini-clinic on theme, Microcomputers in Teacher Education, met in Auburn, Alabama, with Auburn University as cosponsor.

First ATE Strategic Plan adopted and implemented. Set operational goals of Association and described activities and timelines to be used to reach them. A major goal: putting in place comprehensive budgeting and accounting system.

1984 Leo F. Buscaglia presented Tenth Annual Distinguished Educator Lecture during annual conference in New Orleans. More than 2,000 attended this session. Conference theme: American Education in Perspective: A Celebration of Excellence. Special meetings for members of Delta Kappa Gamma and Kappa Delta Pi, also for teacher center professionals. Registration "nudged" 1,100.

Marvin A. Henry and William H. Lawton became Distinguished Members.

Mini-clinics: Exploring Excellence in Education, held in DeKalb, Illinois, and New Challenges, New Horizons: Preparing Educators for the 21st Century, held in Memphis, Tennessee.

National Academy for Teacher Education conducted three-day session, Advanced Instructional Design and Staff Development, at Walt Disney World's EPCOT Center in Orlando.

Richmond, Virginia, was site of summer workshop: Reclaim, Re-evaluate, Re-vitalize: Three R's for the Future.

Newest SIG, Administrators in Teacher Education, held organizational meeting.

Membership increased 10% over previous year.

1985 Newest ATE unit, State of California Association of Teacher Educators (SCATE), officially recognized. It immediately became fourth-largest state unit, behind Texas, Illinois, and New York.

Annual meeting held in Las Vegas on theme, The Challenge of Change: Preparing Teachers for Tomorrow. Jean Houston gave Eleventh Annual Distinguished Educator Lecture.

Richard E. Collier and Allen R. Warner made Distinguished Members.

Dare We Build a New Teacher Education Program was theme of summer workshop, held in Wichita. More than 250 participants, plus come-alongs, attended.

Comprehensive set of seven new commissions established as part of Strategic Plan. Four on external issues were Commission on the Future Education of Teachers; Commission on Teacher Induction; Commission on Teacher Assessment; and Commission on Teacher Education and Legislation. Three on internal matters were Commission on ATE/90; Commission on Organizational Affairs; and Commission on Student Membership.

Kearney, Nebraska, hosted mini-clinic with theme, Blazing Trails with Excellent Teachers.

ATE's Executive Board and AACTE's Executive Committee met in joint business session resulting in following agreements: associations would share advance information on dates and locations of annual meetings; each would publicize activities of other; and both would encourage their members to support recruitment efforts of two associations.

First financial goal of LFTE ($10,000 on hand before end of 1985) exceeded.

ATE Newsletter issues increased from four to six per year.

Published *Developing Career Ladders in Teaching*, report of Commission on Master Teachers; monograph was so popular it went into second printing almost immediately.

Released *Guidelines for Professional Experiences in Teacher Education: A Policy Statement.*

1986

Became constituent member of newly redesigned NCATE. Allen Warner, ATE's representative, began service on NCATE Executive Board.

Redesigning the Profession for the Future was theme of annual meeting in Atlanta. Frank Newman presented Twelfth Annual Distinguished Educator Lecture.

Randall R. Bebb accorded Distinguished Membership.

Cassette tapes of major presentations at annual conference made available at $4.00 each (year later, price dropped to $3.00).

Mirrors of Excellence: Reflections of Training Programs in Ten Corporations and Agencies released during annual conference.

Oakbrook, Illinois, was site of mini-clinic devoted to Professional Knowledge: The Knowledge Base and Promising Practices.

Central Office accessed data information system to significantly decrease time devoted to processing memberships and related information.

Flagstaff, Arizona, served as host of summer workshop. Theme: Insuring the Future through Educational Leadership.

National Academy for Teacher Education held three-day session, Advanced Instructional Design and Staff Development, at Walt Disney World in Orlando.

Eight-member Blue Ribbon Task Force formed to "review the implications for teacher education of the proposed education reforms of the Carnegie Forum and the Holmes Group [as well as] NCATE redesign." Report, *Visions of Reform: Implications for the Education Profession*, pointed out implications for schools, universities, and state education agencies.

Commission on Alternative Certification established.

1987 First Presidential Award for Clinical Excellence, recognizing exemplary service of a K–12 teacher, supervisor, or administrator who is member of Association, presented to Donna J. Wharton.

Louise E. Dieterle and M. Jane Grubb became Distinguished Members.

Houston hosted annual meeting on theme, Teacher Education: All Systems Go. Lee S. Shulman delivered Thirteenth Annual Distinguished Educator Lecture. Nearly 1,200 registered for conference.

Indiana and Texas units won first LFTE $250 matching grants. Awards based on innovativeness and creativeness in furthering opportunities for students in professional education programs.

Monograph, *Reflective Teaching: The Preparation of Students of Teaching*, published.

Diversity and Challenge in Teacher Education was subject of mini-clinic at Terre Haute, Indiana.

Report issued by Commission on Teacher Induction entitled *Teacher Induction: A New Beginning*.

Summer workshop held in Buffalo, New York. Theme: Forces of Change in Teacher Education.

ATE and Macmillan Publishing Company announced agreement to publish *Handbook of Research on Teacher Education*, with release during celebration of ATE's 70th anniversary in February 1990. W. Robert Houston named Editor and Martin Haberman and John P. Sikula named Associate Editors to lead preparation of most extensive publication undertaken by ATE.

1986–87 data showed income of $269,796, slightly more than 80% derived from dues and meetings. Cost of personnel and publications accounted for almost 56% of expenses.

1988 After 10 years of service, founding Editor of *Action in Teacher Education* John P. Sikula stepped down

following his election to position of President-Elect. Judith Christensen and Linda Tafel became Coeditors.

Recruiting and Selecting Teachers for Urban Schools jointly published with ERIC Clearinghouse on Urban Education.

Odyssey '88: A National Forum for Teacher Education was theme of annual meeting in San Diego. Harry Judge delivered Fourteenth Annual Distinguished Educator Lecture. Number of registrants a new record: 1,300.

Robert D. Alley and Helen M. (Tillie) Cookston made Distinguished Members.

Tenth Anniversary Issue of *Action in Teacher Education*, a compilation of most timely and provocative articles selected from each of preceding issues, presented at annual conference.

Mini-clinic held in Manhattan, Kansas, on theme, Effective Schooling and Teacher Education.

Commission on Teacher Assessment issued report entitled *Teacher Assessment*.

Research Information Bank (RIB), joint venture of ATE and Indiana University Northwest, became operational at annual conference. Identified members with similar research interests and provided members with computer access to extensive databases.

Seven Florida colleges and universities and two community/junior colleges reported active chapters of Florida Student Leaders Association of Teacher Educators (FSLATE), student units of ATE.

Summer workshop held at Mississippi State, Mississippi, on theme, Education Today and Tomorrow.

Videotapes of major presentations at annual meetings and summer workshops made available for $30.00. LFTE reported accrual of $18,000; 1990 goal: $25,000.

Established Commission on the Education and Preparation of Teacher Educators, Commission on the

Role and Preparation of Mentor Teachers, and Commission on Teachers for Early Childhood Education.

Dues increased $5.00 in all categories.

Commission on the Education of Future Teachers' final report, *Society, Schools, and Teacher Preparation,* released at summer workshop.

September/October 1988 issue of *ATE Newsletter* (Vol. 22, No. 1) introduced "expanded coverage in a new format, both made possible by the modern technological phenomenon of desktop publishing."

National Academy for Teacher Education held three-day session, Planning and Implementing Induction and Beginning Teacher Support Systems, in Providence, Rhode Island.

Janet Towslee assumed new joint AACTE-ATE seat on NCATE Executive Board.

1989 St. Louis was site of annual meeting. Theme: Education into the 21st Century. Mary Hatwood Futrell presented Fifteenth Annual Distinguished Educator Lecture. Three full-day workshops, four half-day skill-building sessions, and two presentations every hour throughout meeting specifically designed to meet needs of school-based teacher educators.

Robert A. Roth and Robert F. Schuck became Distinguished Members.

State of California Association of Teacher Educators won first Outstanding Unit Award. Winner selected from among ATE Unit Achievement Award recipients: California in Member/Management category, Indiana in Program/Services category, and Texas in Articulation with ATE category.

President John P. Sikula, President-Elect Shirley Robards, and Immediate Past President Billy G. Dixon set dramatic increase in membership as goal for 1989. Called "Rush for the Goal," program focused on

current members recruiting two new members, with each new member recruiting two additional new members.

Excellence in Education: What's the Catch? was focus of summer workshop in Tacoma, Washington.

ATE and University of Houston jointly published *Images of Reflection in Teacher Education.*

Theme of mini-clinic in Effingham, Illinois: Politics of Teacher Education: Local, State, and National.

Published monograph entitled *Assisting the Beginning Teacher,* which grew out of National Academy for Teacher Education program at Rhode Island College a year earlier.

Mid-America regional conference held at Lake Texoma, Oklahoma, on theme, Teacher Education for the 21st Century.

Commission on the Education of Teachers for the 21st Century established. Report of "proven, creative, and promising practices" scheduled for publication in 1991.

Published report of Commission on Alternative Certification, *Alternatives, Yes. Lower Standards, No! Minimum Standards for Alternative Teacher Certification Programs.*

Presidents of AST and ATE

	(Names and institutions given as of time in office)
1921	Arthur R. Mead, Ohio Wesleyan University, Delaware, Ohio
1922	Arthur R. Mead, Ohio Wesleyan University, Delaware, Ohio
1923	W. P. Burris, University of Cincinnati, Ohio
1924	W. F. Tidyman, Virginia State Normal School for Women, Farmville
1925	W. F. Tidyman, Fresno State Teachers College, California
1926	Frank E. Ellsworth, Western State Normal School, Kalamazoo, Michigan
1927	Frank E. Ellsworth, Western State Normal School, Kalamazoo, Michigan
1928	Ned H. Dearborn, New York State Department of Education, Albany
1929	W. D. Armentrout, Colorado State College of Education, Greeley
1930	W. D. Armentrout, Colorado State College of Education, Greeley
1931	Lida Lee Tall, Maryland State Normal School
1932	Earl C. Bowman, DePauw University, Greencastle, Indiana

1933	Florence B. Stratemeyer, Teachers College, Columbia University, New York
1934	Raleigh Schorling, University of Michigan, Ann Arbor
1935	W. D. Armentrout, Colorado State College of Education, Greeley
1936	Alonzo F. Myers, New York University, New York
1937	Charles W. Sanford, University of Illinois, Urbana
1938	Clara G. Stratemeyer, New York State Teachers College, Brockport
1939	Edith E. Beechel, Ohio University, Athens
1940	Edith E. Beechel, Ohio University, Athens
1941	Verna A. Carley, Stanford University, Palo Alto, California
1942	Verna A. Carley, Stanford University, Palo Alto, California
1943	J. W. Carrington, Illinois State Normal University, Normal
1944	J. W. Carrington, Illinois State Normal University, Normal
1945	Camilla M. Low, University of Wisconsin, Madison
1946	L. O. Andrews, Indiana University, Bloomington
1947	F. C. Borgerson, New York University, New York
1948	Louise Wilson, University of Kentucky, Lexington
1949	Edgar M. Tanruther, Miami University, Oxford, Ohio
1950	Margaret Lindsey, Teachers College, Columbia University, New York
1951	Max Huebner, Northern Illinois State College, DeKalb
1952	Edna Heilbronn, Central Michigan College of Education, Mt. Pleasant

1953	Paul R. Grim, University of Minnesota, Minneapolis
1954	Pearl Merriman, Western Washington College of Education, Bellingham
1955	Dwight K. Curtis, Iowa State Teachers College, Cedar Falls
1956	Grace S. Nugent, St. Cloud State Teachers College, Minnesota
1957	Thomas D. Horn, University of Texas, Austin
1958	Jessie Mae Halstead, University of Wyoming, Laramie
1959	Helen M. Reed, University of Kentucky, Lexington
1960	Lois C. Blair, Indiana State College, Indiana, Pennsylvania
1961	Donald M. Sharpe, Indiana State College, Terre Haute
1962	Lois Haynes Demille, Los Angeles City Schools, California
1963	Karl D. Edwards, University of Kansas, Lawrence
1964	Randall R. Bebb, State College of Iowa, Cedar Falls
1965	George R. Myers, Michigan State University, East Lansing
1966	Dorothy M. McGeoch, Teachers College, Columbia University, New York
1967	Alberta L. Lowe, University of Tennessee, Knoxville
1968	E. Brooks Smith, Wayne State University, Detroit
1969	Curtis E. Nash, Central Michigan University, Mt. Pleasant
1970	Mary Ellen Perkins, Georgia State University, Atlanta
1971	Bernadene Schunk, University of Wyoming, Laramie
1972	Bill J. Fullerton, Arizona State University, Tempe
1973	Hans C. Olsen, University of Missouri–St. Louis
1974	Duaine C. Lang, Indiana University, Bloomington

1975	Diane C. Sorensen, San Joaquin County Schools, Stockton, California
1976	Alan F. Quick, Central Michigan University, Mt. Pleasant
1977	Marvin A. Henry, Indiana State University, Terre Haute
1978	James F. Collins, Syracuse University, New York
1979	Charlotte Mendoza, The Colorado College, Colorado Springs
1980	F. M. (Mike) Shada, Kearney State College, Nebraska
1981	Louis E. Dieterle, Northern Illinois University, DeKalb
1982	Louis E. Dieterle, Northern Illinois University, DeKalb
1983	Robert A. Roth, Michigan State Department of Education, Lansing
1984	Peggy G. Elliott, Indiana University Northwest, Gary
1985	W. Robert Houston, University of Houston, Texas
1986	Robert F. Schuck, Mississippi State University
1987	Janet Towslee Collier, Georgia State University, Atlanta
1988	Billy G. Dixon, Southern Illinois University at Carbondale
1989	John P. Sikula, California State University, Long Beach
1990	Shirley Robards, University of Tulsa, Oklahoma

Executive Officers of AST and ATE

1920–21	Robert A. Cummins, Secretary-Treasurer, Louisiana State Normal School, Natchitoches
1921–35	E. I. F. Williams, Secretary-Treasurer, Heidelberg College, Tiffin, Ohio
1935–38	John G. Flowers, Secretary-Treasurer, Montclair State Teachers College, New Jersey
1938–42	J. W. Carrington, Secretary-Treasurer, Illinois State Normal University, Normal
1942–56	Allen D. Patterson, Secretary-Treasurer, then Executive Secretary, State Teachers College, Lock Haven, Pennsylvania
1956–66	Alfred C. Moon, Executive Secretary, State College of Iowa, Cedar Falls
1966–67	Dorothy M. McGeoch, following Dr. Moon's death handled responsibilities of Executive Secretary in addition to serving as ATE President, Teachers College, Columbia University
1967–71	Richard E. Collier, Executive Secretary, Washington, D.C.
1971–76	Melvin C. Buller, Executive Secretary, then Executive Director, Washington, D.C.
1976–	Robert J. Stevenson, Executive Director, Washington, D.C., and Reston, Virginia

ATE Distinguished Members

(Institutions given as of time of election)

Thomas Alexander, Teachers College, Columbia University, New York (election date unknown)

Robert D. Alley, Wichita State University, Kansas (1988)

L. O. Andrews, The Ohio State University, Columbus (1970)

William C. Bagley, Teachers College, Columbia University, New York (1924)

Randall R. Bebb, Northern Iowa University, Cedar Falls (1986)

Edith E. Beechel, Ohio University, Athens (1946)

William A. Bennie, University of Texas, Austin (1978)

Lois C. Blair, Indiana University of Pennsylvania (1980)

J. W. Carrington, Illinois State Normal University, Normal (election date unknown)

Richard E. Collier, State University College at Buffalo, New York (1985)

James F. Collins, Syracuse University, New York (1981)

Cortlandt Colson, Virginia State College, Petersburg (1970)

Helen M. (Tillie) Cookston, Louisiana State University, Baton Rouge (1988)

Louise E. Dieterle, Northern Illinois University, DeKalb (1987)

Pearlie C. Dove, Clark College, Atlanta, Georgia (1983)

E. S. Evenden, Teachers College, Columbia University, New York (1946)

John G. Flowers, Montclair State Teachers College, New Jersey (election date unknown)

Bill J. Fullerton, Arizona State University, Tempe (1979)

M. Jane Grubb, Lincoln Public Schools, Nebraska (1987)

Edna M. Heilbronn, Central Michigan College of Education, Mt. Pleasant (election date unknown)

Marvin A. Henry, Indiana State University, Terre Haute (1984)

James A. Johnson, Northern Illinois University, DeKalb (1982)

Duaine C. Lang, Indiana University, Bloomington (1981)

William H. Lawton, Rhode Island College, Providence (1984)

Margaret Lindsey, Teachers College, Columbia University, New York (1970)

Dorothy McGeoch, Teachers College, Columbia University, New York (1970)

Charles A. McMurray, George Peabody College for Teachers, Nashville, Tennessee (1925)

A. R. Mead, University of Florida, Gainesville (1946)

Alfred C. Moon, State College of Iowa, Cedar Falls (1970)

Curtis E. Nash, Central Michigan University, Mt. Pleasant (1976)

Hans C. Olsen, University of Missouri–St. Louis (1980)

Allen D. Patterson, State Teachers College, Lock Haven, Pennsylvania (election date unknown)

Floyd Perry, St. Cloud State University, Minnesota (1977)

Mary Ellen Perkins, Georgia State University, Atlanta (1982)

Robert A. Roth, California State University, Long Beach (1989)

Raleigh Schorling, University of Michigan, Ann Arbor (1946)

Robert F. Schuck, Rhode Island College, Providence (1989)

Bernadene Schunk, University of Wyoming, Laramie (1979)

E. Brooks Smith, Wayne State University, Detroit, Michigan (1977)

Florence B. Stratemeyer, Teachers College, Columbia University, New York (election date unknown)

Edgar M. Tanruther, Indiana State College, Terre Haute (1970)

Allen R. Warner, University of Houston, Texas (1985)

E. I. F. Williams, Heidelberg College, Tiffin, Ohio (election date unknown)

ATE Distinguished Educator Lecturers

1975	Ewald B. Nyquist, President, The University of the State of New York, and Commissioner of Education, New York State Education Department
	Optional Learning Environments
1976	Harold Hodgkinson, Director, National Institute of Education
	Teacher Education in the Era of Participation
1977	Margaret Lindsey, Professor of Education, Teachers College, Columbia University
	Alternatives in Teacher Education
1978	Rolf W. Larson, Director, National Council for Accreditation of Teacher Education
	Accreditation and Governance
1979	John Ryor, President, National Education Association
	The Role of K–12 Educators in Teacher Education
1980	L. O. Andrews, Professor Emeritus, The Ohio State University
	Teacher Education for the Year 2000: Some of the Major Unresolved Issues
1981	William L. Smith, Deputy Under Secretary for Intergovernmental Affairs/Administrator of Education for Overseas Dependents
	The Characteristics of Effective Inservice Education: Emphasis on the Role of Higher Education

1982	James Banks, Professor of Education, University of Washington *Teacher Education for a Multicultural Society*
1983	Asa G. Hilliard, Fuller E. Callaway Professor of Urban Education, Georgia State University *Great Teachers and Teacher Education: 1984 and Beyond*
1984	Leo F. Buscaglia, Professor of Education, University of Southern California *Love: The Ultimate "Basic"*
1985	Jean Houston, Director, Foundation for Mind Research *The Education of the Possible Teacher*
1986	Frank Newman, President, Education Commission of the States *Time of Promise or Time of Paranoia: Teacher Education in the Spotlight*
1987	Lee S. Shulman, Professor, Stanford University *Toward a Pedagogy of Cases: A Vision for Teacher Education*
1988	Harry Judge, Professor, Department of Educational Studies, University of Oxford *Teacher Education in the United States: A View from Abroad*
1989	Mary Hatwood Futrell, President, National Education Association *Technology, the Global Village, and the Ideal of Equity*

Distinguished Research in Teacher Education

1973	I. V. Ahnell and Ronald Templeton, University of Georgia
	Evaluating a Teacher Education Program
	Jack Greenstein, Central Washington University, and Theodore Greenstein, Washington State University
	Belief System Change in Student Teaching
1974	W. J. Burns, Cleveland Commission of Higher Education
	Stimulation of Teacher Innovation
	Earl D. Clark, Kansas State University
	A Conceptual Analog Model of the Syntactical Structure of the Classroom Instructional Situation
1975	J. William Moore, Bucknell University, and Judith Schaut, Central Susquehanna Intermediate Unit 16, Lewisburg, Pennsylvania
	An Evaluation of the Effects of Conceptually Appropriate Feedback on Teacher and Student Behavior
	John J. Koran, Jr., and Mary L. Koran, University of Florida
	Validating Teacher Behavior by Student Performance
1976	Nita Hale Barbour, University of Maryland–Baltimore
	Teacher Verbal Behavior in Relationship to Growth in Child Language

Mary Lynn Collins, LeMoyne College

The Effects of Training for Enthusiasm on the Behavior of Pre-Service Teachers

1977 George Redman, Hamline University

Effects of a Human Relations Training Program on Teacher Empathy for Minority Persons

Timothy Sullivan and Charles Dziuban, Central Florida University

Teaching Competencies: An Investigation of Organization and Composition

1978 Robert Gabrys, State University College at Oneonta, New York

The Influence of a Training Intervention for Business-Like Behavior on the Business-Like Behavior and Level of Warmth of Preservice Elementary Teachers

Florence Pritchard, Maryland State Department of Education

A Study of Team Teaching as a Strategy for the Instruction and Supervision of Student Teachers

1979 Alfred DeVito, Purdue University, and Steven Mazucca, Indiana University School of Medicine

The Improvement of Undergraduate Preservice and Inservice Teacher Education

Robert F. Schuck, University of Pittsburgh

The Impact of Set Induction Upon Student Achievement and Retention

1980 Judith C. Christensen, University of Northern Iowa

Wisconsin Elementary School Teachers' Perceptions About Their Professional Development Needs

Jon J. Denton and Sherrill A. Norris, Texas A & M University

Cognitive Attainment of Learners of Student Teachers: Criterion for Attaining Accountable Teacher Preparation Programs

1981 John L. Creswell, University of Houston, and John Dozier, Houston Independent School District

A Study of the Relationships Among Students' Perception of Teacher Nonverbal Behavior, Students' Performance and Attitude and Teacher Expectancy

Robert F. Schuck, University of Pittsburgh, and Paul B. Otto, University of South Dakota

The Impact of Systematic Questioning upon Student Achievement and Retention

1982 Thomas J. Buttery, Northeast Louisiana University

Group Clinical Supervision as a Feedback Process

Nira Hativa, Stanford University

Factors in the Organization and Clarity of Effective College Lessons

1983 John Creswell, University of Houston, and Roxane Exezidis, Houston Independent School District

Problem Solving: A Study of Sex and Ethnic Differences

Virginia Richmond and James McCroskey, West Virginia University

Power in the Classroom: Two Studies

1984 Jon J. Denton, Texas A & M University, and Nick L. Smith, Northwest Regional Educational Laboratory, Portland

Alternative Teacher Preparation Programs: Cost-Effectiveness Comparison

Robert F. Schuck, University of Pittsburgh

A Comparative Analysis of Two Teaching Skills in Isolation and Combination Upon Student Achievement and Retention

1985 Parmalee Hawk and Charles R. Coble, East Carolina University

Certification Requirements and Their Relationship to Mathematics Teachers' Knowledge, Professional Skills and Students' Achievements

Virginia Richmond, Patricia Kearney, James C. McCroskey, and Timothy G. Plax, West Virginia University

Power in the Classroom: Behavior Alteration in Techniques, Teacher Training and Student Learning

1986 Jesse Goodman, Indiana University

Field-Based Experience: A Study of Social Control and Student Teachers' Response to Institutional Constraints

Joyce E. Killian and John McIntyre, Southern Illinois University at Carbondale

The Differences Between the Field Experiences of Elementary and Secondary Preservice Teachers

1987 Ann Q. Staton-Spicer and Ann L. Darling, University of Washington

Communication in the Socialization of Preservice Teachers

Judith Christensen, National College of Education; Peter Burke, Department of Public Instruction, Wisconsin; Ralph Fessler, Johns Hopkins University; John M. Johnston, Memphis State University; Robert Heideman, University of Wisconsin, Madison; Geraldine Brownlee, University of Illinois at Chicago; John McDonnell, Beloit College; and Jay Price, University of Wisconsin, Stevens Point

Role of Teacher Career Stages and Professional Development Practices in Determining Rewards and Incentives in Teaching

1988 Thomas J. Buttery, University of Alabama, and L. David Weller, University of Georgia

Instructional Enhancement as a function of Group Clinical Supervision

1989 Jesse Goodman, Indiana University

Constructing a Practical Philosophy of Teaching: A Study of Preservice Teachers' Professional Perspectives

Distinguished Programs in Teacher Education

1977	Michigan State University and Lansing School District *POINTE: A School-University Teacher Education Program*
1978	Arizona State University and Chandler Public School System *OUTREACH: A Cooperative Field Based Pre-Service Teacher Education Program*
1979	University of New Mexico and Albuquerque Public Schools *UNM-APS Teacher-Intern Exchange Program*
1980	San Diego State University and San Diego Unified School District *System for Individual Guiding Mastery Attainment (SIGMA)*
1981	Trenton State College; Trenton (New Jersey) Public Schools; and Willingboro (New Jersey) Public Schools *SYSTEM 90 (SYStematic Teacher Education Management)*
1982	University of Oregon and Eugene District 4J *The Resident Teacher Master's Degree Program: A Joint Program Between the University of Oregon and Cooperating School Districts*

1983	Brandon University; Manitoba Metis Federation; Department of Indian Affairs; Southeast Resource Development Council; Manitoba Indian Brotherhood; Keewatin Tribal Council; Dakota Ojibway Tribal Council; Frontier School Division; Manitoba Teachers' Society; West Region Tribal Council; and Interlake Reserves Development Council *Brandon University Project for the Education of Native Teachers, Brandon, Manitoba, Canada*
1984	Cleveland State University; Cleveland Catholic Schools; Cleveland Public Schools; Euclid City Schools; Lakewood City Schools; and Parma City Schools *Urban-Suburban Consortium*
1985	The State University of New York, College at Fredonia; and Hamburg Central Public Schools *Fredonia-Hamburg Teacher Education Center*
1986	San Diego State University and La Mesa-Spring Valley Public Schools *Alliance for Excellence*
1987	University of Maryland; Maryland State Department of Education; Prince Georges County Public Schools; and Howard County Public Schools *The Teaching Effectiveness Network: A Three-Way Collaboration*
1988	Indiana State University; Vincennes Community School Corporation; South Knox School Corporation; Rockville Community Schools; Southwest School Corporation; Vigo County School Corporation; Gibault School for Boys; North Gibson School Corporation; Clay Community Schools; and South Putnam Community School Corporation *Certification Renewal Experiences Designed to Improve Teaching*

1989

University of New Mexico, Albuquerque Public Schools, and Los Lunas Public Schools

The Teacher Enhancement Program

Distinguished Dissertations in Teacher Education

1981	Sharon L. Young, University of Colorado Major Professor: Roberta J. Flexer *The Effects of Instruction and Field Experience in Diagnostic-Prescriptive Teaching of Mathematics on Preservice Elementary Teachers*
1982	Leslie Huling, Texas Technological University Major Professor: Billie E. Askins *The Effects on Teachers of Participation in an Interactive Research and Development Project*
	Barbara Ringenberger, The Florida State University Major Professor: Nell D. Kannwischer *Identification and Validation of Educational Legal Knowledge Priorities Required By Preservice and Inservice Public School Teachers in Florida*
1983	Constance V. Hines, The Ohio State University Major Professor: Donald Cruickshank *The Relationship Between Observed and Perceived Clarity and Student Achievement and Satisfaction*
1984	Linda S. Tafel, Northern Illinois University Major Professor: Raymond B. Fox *A Curriculum Design for Teacher Education Programs Based on Futures Research*

1985	Joan L. Oftedahl, University of Nebraska Major Professor: Alvah M. Kilgore *Secondary English Methods Courses in the Midwest as Viewed by Methods Professors and Secondary English Teachers*
1986	Deborah Blank, University of Maryland–College Park Major Professor: Richard K. Jantz *An Investigation of Teacher Decision-Making While Tutoring Fifth Grade Students Engaged in Problem Solving Using a Computer Simulation*
1987	Esther Moore Howard, Mississippi State University Major Professor: Gloria C. Correro *Study of Achievement Associated With Participation in a Public School Kindergarten*
1988	Brenda K. Stallion, The Ohio State University Major Professors: Nancy L. Zimpher and Dewey A. Adams *Classroom Management Intervention: The Effects of Training and Mentoring on the Inductee Teacher's Behavior*
1989	Marilyn B. Troyer, The Ohio State University Major Professor: Donald Cruickshank *The Effects of Reflective Teaching and a Supplemental Theoretical Component on Preservice Teachers' Reflectivity in Analyzing Classroom Situations*

Distinguished Clinicians

1987	Donna J. Wharton, Assistant Principal, South Mountain High School, Phoenix, Arizona
1989	Frank T. Lyman, Coordinator, University of Maryland/Howard County Southern Teacher Education Center
	Peggy Wittliff, Language Arts Teacher, Minot High School, Minot, North Dakota